

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teacher's Resource: Antboy

Levels 1 & 2

Created by Ian Cameron

Discovery Film Festival: Sat 25 October - Sun 9 November 2014

discoveryfilmfestival.org.uk

DCA

Dundee Contemporary Arts


EUROPA CINEMAS
MEDIA-PROGRAMME OF THE EUROPEAN UNION

DUNDEE 
ONE CITY, MANY DISCOVERIES

 **CREATIVE LAND**
SCOTLAND
ALBA | CHRUTHACHAIL

© Dundee Contemporary Arts 2014

With support from DCA Cinema and DCA Community & Education Team



Introduction

Discovery Learning Resources give you exciting classroom activities to enhance Curriculum for Excellence delivery. They are created by classroom teachers and education professionals. Each resource aims to:

- Support and extend working with film in the classroom
- Help prepare teachers for a class visit to a Discovery Film Festival film and to extend the impact of that visit for delivery of CfE
- Develop confidence in Moving Image Education approaches and working with 21st Century Literacy /moving image texts

Each resource is free and available to download from www.discoveryfilmfestival.org.uk/resources or via the Discovery Film Festival area on GLOW, which can be found within the Dundee 21st Century Literacy Group.

We do hope that you find this useful and enjoy your cinema experience with us,

- Discovery Film Festival team



Antboy

Dir. Ask Hasselbalch
Denmark 2013 / 1h 17min

Synopsis

A lonely 12 year old boy (Pelle) discovers friendships and life lessons after being bitten by a genetically modified ant and, as a result, gains superhuman powers. His new friend, Wilhem, helps him to discover the limits of his new found powers and develop his superhero identity, Antboy. Pelle thinks he can use his new-found power to win the heart of the class beauty. Villain, The Flea, appears to throw a spanner in the works and it is up to Antboy to save the day. Dealing with the themes of self realisation, friendship, loyalty and love this is a Danish comic tale (in every sense of the word) with many a nod to superhero movies both past and present.

This film is set in Denmark and is in Danish with English subtitles.

Main themes:

Loneliness, friendship, being true to yourself.

Advisory Note

There is one use of the word “crappy”, used within context.



Before the film

Activity 1 – Prediction

Watch the trailer with the class: <http://www.youtube.com/watch?v=6LyneHFQG6s>

In pairs ask pupils to write down as many words or phrases (in a jotter or sheet of paper) that they think would describe the film they are going to watch. These might include comedy, superhero, fantasy, exciting, villain, children, friends, costume, school etc. Give them two minutes to do this. The pupils should then be given another two minutes to decide as a pair on the main three words only that they feel would describe the film. Emphasise that they must be able to justify each choice as they will be sharing these ideas. The pupils should then change partners (a+bs or 1+2s, with as or 1s moving on).

They will then get a minute each to share the words they have chosen. These can then be written down and shared on small rectangular pieces of paper and used in a display. This activity can be repeated after the watching the film and comparisons made to see if opinions have changed.

I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a

I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a

Activity 2 – Making Links

Resources: A3 paper
Coloured pens
Activity Sheet 1

Ask pupils to work in pairs to list all superhero stories that they know on a large piece of paper. Give them 4 mins to write as many as they can. Shoulder partners score off any that are duplicated. Face partners do the same. These can then be added to **Activity Sheet 1**.

This should be repeated for Superheroes. Sort out into male and female superheroes (**Activity sheet 1**). Discuss with shoulder partners what they notice about the ratio of male to female superheroes. Why do they think this is? Do they think it is right that females have such a low representation in superhero plots?

Extension: This can be repeated for films where the hero saves the day and looking at the male/female imbalances. e.g. Indiana Jones, James Bond etc.

Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 1-14a

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a

Activity Sheet 1

Superhero Stories

Superhero Characters

Female superheroes

Male superheroes



Activity 3 – Discussion Points

The following are discussion points for the pupils to think about before the film. The pupils may use the sheet provided to make notes during the film for discussion back in the classroom or you may just want to include these as part of the pre-visit input.

- How does Pelle feel about himself at the start of the film? How does the director let us know this?
- What positive feelings does Pelle have about his new powers? What negative feelings does Pelle have about the powers?
- What is Pelle's weakness with his new powers?
- Does the villain have a weakness? If so, what is it?
- Was there anything that surprised you about the film? Explain your answer.
- Why do you think the director decided to choose an ant as the cause of the super powers?

*I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. **LIT 1-13a***

*I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. **LIT 2-13a***

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a***

*I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a***



After the film

Activity 1 - Design a Superhero

Resources: Activity Sheet 2a and 2b

This activity can be a one-off session or used to create a piece of writing. Plan out a superhero using the planning sheet (**Activity Sheet 2a**) thinking about power, how they got the power, where they live, internal conflict, name, secret identity, friends/love interest, evil nemesis/arch enemy.

Use **Activity Sheet 2b** to design a costume for their superhero. They should be restricted to using a maximum of three colours for the design.

Extension: This planning can be used as an initial stimulus for writing a superhero story.

I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. LIT 1-25a

*I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.
I recognise the need to acknowledge my sources and can do this appropriately. LIT 2-25a*

I can use exploration and imagination to solve design problems related to real-life situations. EXA 1-06a

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a

Activity Sheet 2a

Superhero Name:

What is their power?

How did they get their power?

Where do they live?

What is their personal battle?

Secret identity?

Who are their friends?	
Who is their arch enemy?	

Activity Sheet 2b

Superhero Name:	
Colours I will use are (3) :	What will be part of my costume? Body armour, boots, cape, etc.



Activity 2 - Comic Strip

Using the character they developed in **Activity 1** ask pupils to create a comic strip. This can be differentiated by altering the length of the strip. Each comic strip should have no more than three characters and show a conflict and resolution by the main character. Reducing the number of panels that can be used to tell the story will challenge your more able pupils e.g. telling the story in three panels.

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.

LIT 1-26a

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-26a

Having explored the elements writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. **ENG 1-31a**

Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. **ENG 2-31a**

Activity 3 – Writing the Blurb

Resources: Activity Sheet 3

This activity can be completed in co-operative learning teams, in pairs or individually. Introduce the idea that all stories have a basic elements that make them work. By breaking down the story into these elements it becomes easier to write a blurb for the story.

Start with a story that they know, in this case Hansel and Gretel but any well known story will work. As a class, complete the first section using **Activity Sheet 3**. This can be done in shoulder partners and then sharing ideas with class to avoid cold calling.

The second part of the sheet can then be completed in teams of four with each team member taking responsibility for completing one of the headings. Give them 1-2 mins to fill in their section. They should then take it in turns to share what they have with their shoulder partner and then face partners. Each time they share they should get 2 minutes to share. By the end, each group should have all their boxes filled in. This can be used as the planning stage for writing the blurb for the film.

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.

LIT 1-26a

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-26a

Activity Sheet 3

Hansel and Gretel

Blurb Planner	
1. Situation	2. Conflict
3. Possible Solutions	4. Genre / Mood

Antboy

Blurb Planner	
1. Situation	2. Conflict
3. Possible Solutions	4. Genre / Mood



Activity 3 - Adding a New Character

Ask pupils to design a new character to become part of the story. The pupils must be able to state where/how the character will fit in to the story and how they will effect the plot. **Activity Sheet 2b** can be used again to help plan this activity.

*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. **LIT 1-16a***

*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. **LIT 2-16a***

Activity 4 - Understanding the Characters

During the film, Pelle finds that friendship and, in particular, friends that appreciate him for who he is, are extremely important. Ask the pupils to generate a list of qualities they would expect to see in a good friendship. The pupils should then make a friend map using the headings e.g. trust with a secret, help with a problem, loving, will listen, etc They should then place their friends and family on the map.

They can repeat this activity using the characters in the film. Explain to the pupils that whatever choices they make, they must be able to justify their decision by using evidence from the film. They can share this with shoulder partners, learning partners, face friends etc.

*I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 1-05a***

*I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 2-05a***

*I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a***

I can:

- *discuss structure, characterisation and/or setting*
- *recognise the relevance of the writer's theme and how this relates to my own and others' experiences*
- *discuss the writer's style and other features appropriate to genre.*

ENG 2-19a



Activity 5 - Re-imagining the Story

Resources: Activity Sheet 4

Refer back to **Before the Film Activity 2** to remind the pupils of the imbalances that are around concerning male and female superheroes. Think about how the film would change if the lead was changed to a female lead. How would the plot change? What characters would have to change to make the plot work? Would any of the locations/settings have to change? Use **Activity Sheet 4** to record this.

This discussion can be used to create an alternative scene for the film.

I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a**

I can:

- *discuss structure, characterisation and/or setting*
- *recognise the relevance of the writer's theme and how this relates to my own and others' experiences*
- *discuss the writer's style and other features appropriate to genre.*

ENG 2-19a

Activity 6 – Expanding the Story

Pupils should work out a way of giving Pelle's two friends super powers as well. This should be in keeping with the story they have seen in the film. This could be extended into a piece of writing that involves completing a short adventure for the three characters against a new villain.

Activity Sheet 4

Alterations for Ant Girl

What plot changes would have to happen?

What characters would have to change and why?

What locations would have to change and how?



Useful References / resources

1. Superhero Creators

Hero Machine can be used online at the link, or can be found for download and installed on a pen/usb drive - <http://www.heromachine.com/heromachine-2-5-character-portrait-creator/>

Marvel Hero Creator - http://marvel.com/games/play/31/create_your_own_superhero

Heroized - <http://heroized.com/>

Lego Superhero Comic Maker -
<http://dcuniversesuperheroes.lego.com/en-us/ComicBuilder/FramePage.aspx>

2. Comic Creators

Make Believe Comix - <http://www.makebeliefscomix.com/Comix/>

Marvel Kids - http://marvelkids.com/games/play/75/create_your_own_comic

Note: Some of the above links offer up the ability to add weapons to the created character. Pupils should be advised that only characters created without weapons (knives, guns etc) can be used in school.



Evaluating this resource

We hope that you found this resource useful and appropriate.
Please do send us film reviews, letters from your pupils, documentation of classwork and your feedback by e-mailing mike.tait@dca.org.uk

Would you make a good Discovery Film Festival Case Study?

We are seeking a number of simple Case Studies in how teachers have used or are using Discovery films in the classroom across Curriculum for Excellence and across the Levels.

Any case studies that we develop would be intended for presentation on GLOW, the Creativity Portal and on Discovery Film Festival websites. We have a simple template to be completed and are keen to have classwork and documentation included.

If you would like to be a Discovery Case Study please e-mail sarah.derrick@dca.org.uk